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ABSTRACT

This kit contains a guide and materials for a workshop on the requirements of a schoolwide project under Chapter 1 (Hawkins Stafford Act of 1988). Included are the Presenter's Guide, nine transparencies, and one handout. Schoolwide projects are allowed to use Chapter 1 funds to upgrade the entire educational program of a school when several eligibility and use requirements are met. Accountability requirements and the planning process are reviewed. The roles of parents and the use of research are discussed. Two activities are presented: an evaluation of whether a schoolwide project makes sense and a planning activity for project implementation. Time allocation and materials needed to conduct the workshop are reviewed. (SLD)

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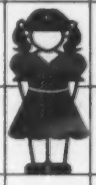
WORKSHOP GUIDE

OVERVIEW OF SCHOOLWIDE PROJECT REQUIREMENTS



Includes:

1. PRESENTER'S GUIDE
2. TRANSPARENCIES
3. HANDOUTS
4. RESOURCE MATERIALS

Region E Region 5

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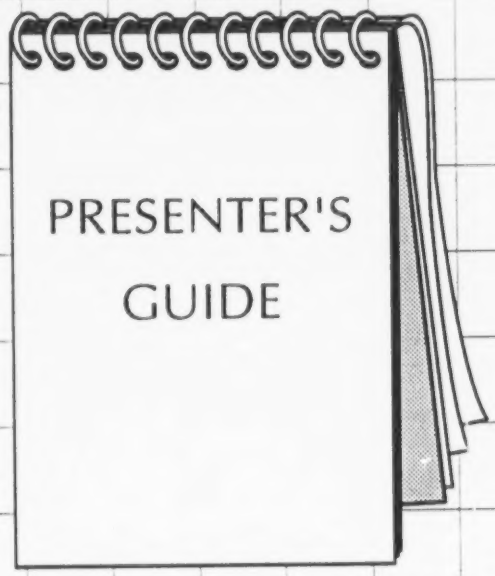

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Outline

Workshop Goals

What Are the Requirements of a Schoolwide Project?

How Funds May Be Used	T-1, T-2, T-3, T-4	H-1
Accountability Requirements	T-5	

Planning Process

Needs Assessment	T-6	
Comprehensive Plan	T-7	(H-2)
Parents' Roles	T-8	
Use of Research	T-9	

Activity *(optional)*:
Does This Make Sense for Us?

Culminating Activity:
Where Do We Go From Here?

Evaluation

Time

30-45 minutes (without activity)
45-60 minutes (with first activity)
90-120 minutes (with first and second activities)

Materials needed

markers
overhead projector and screen
blank transparency sheets
evaluation form
optional: flip chart, marker board, and/or blackboard

LEGISLATIVE AND ACCOUNTABILITY REQUIREMENTS FOR CHAPTER 1 SCHOOLWIDE PROJECTS: AN OVERVIEW

Transparencies used in this workshop:

T - 1	Schoolwide Projects and Use of Chapter 1 Funds
T - 2	Schoolwide Project Eligibility
T - 3	Uses of Funds
T - 4	Chapter 1 Children
T - 5	Additional Accountability Requirements
T - 6	Comprehensive Needs Assessments
T - 7	Comprehensive Plan
T - 8	Parents' Roles
T - 9	Effective Schools Research

Handouts used in this workshop:

H - 1	Overview of Schoolwide Project Requirements
H - 2	State Application for Schoolwide Project *(procure from your SEA)*

WORKSHOP GOALS

5 minutes

Introduce the workshop by stating the workshop goals.

As a result of this workshop, participants will:

- **define** Chapter 1 requirements for schoolwide projects

- become familiar with the **process** involved in schoolwide projects.

The process includes the following areas:

1. Needs assessment.
2. Comprehensive plan.
3. Parents' roles.
4. Use of research.

WHAT ARE THE REQUIREMENTS OF A SCHOOLWIDE PROJECT?

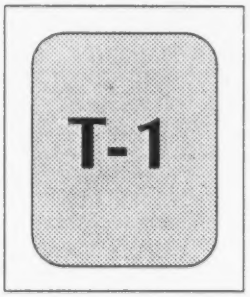
30-45 minutes

NOTE TO PRESENTER

This section presents an overview of the schoolwide project legislative requirements. It can be used either as the opening presentation of an all-day schoolwide project planning workshop or as a stand-alone overview of this type of service delivery model.

Section numbers (e.g., "Section 1015.c.2.D") refer to sections of the Chapter 1 statute.

How Funds May Be Used



Display T-1:

"Schoolwide Projects and Use of Chapter 1 Funds."

Hand out H-1:

"Overview of Schoolwide Project Requirements."

Explain: Under the Hawkins-Stafford Amendments to Chapter 1 (1988), schoolwide projects are allowed to use Chapter 1 funds to upgrade the entire educational program of a school. Chapter 1 funds may be combined with funds from other sources (Section 1015.c.2.A). Students need not be identified using traditional Chapter 1 selection methods to participate in Chapter 1-funded activities (Section 1015.c.2.D). No matching funds are required.

Schools must meet certain conditions, however:

Display T-2:

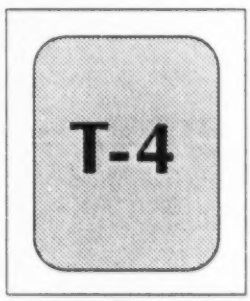
"Schoolwide Project Eligibility." At least 75 percent of the children enrolled in the school during the first year of the three-year funding cycle must be from low-income families (Section 1015.a).

Display T-3:

"Uses of Funds." Funds can be used for improvements in the instructional program and for pupil services in the school if these funds are used to meet the educational needs of all students and of educationally disadvantaged students in particular.

For example, funds may be used for reducing class size, training staff or parents, establishing extended day programs, implementing effective schools programs, and/or providing funds for traditional Chapter 1 expenditures such as salaries and equipment. These funds must supplement the level of funds available from nonfederal sources.

The maintenance of effort and comparability provisions of Chapter 1 still apply: Aggregate fiscal expenditures must not decline more than 10 pecent from the previous year, and services must be at least comparable to services provided to schools not receiving funds.



Display T-4:

"Chapter 1 Children." Educationally deprived students are identified for purposes of needs assessment and accountability, but not to receive Chapter 1 services. All children in the school are Chapter 1 children.

Accountability Requirements

T-5

Display T-5:

"Schoolwide Projects Have Additional Accountability Requirements." Explain that accountability requirements for schoolwide projects go beyond those expected of Chapter 1 projects in general.

In addition to conducting a local annual review, schoolwide projects must demonstrate that the achievement gains of the educationally deprived students in the schoolwide project exceed either

1. the average achievement of participating Chapter 1 children districtwide.
2. the average achievement of educationally deprived children in that school in the three years immediately preceding the implementation of the schoolwide project.

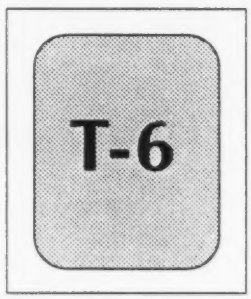
If several measures are used, the preponderance of evidence must support the schoolwide project.

For a secondary school, demonstration of lower dropout rates or increased graduation rates may be used if achievement levels do not decline over the three-year funding cycle of the schoolwide project

compared with the three-year cycle immediately preceding the implementation of the schoolwide project.

PLANNING PROCESS

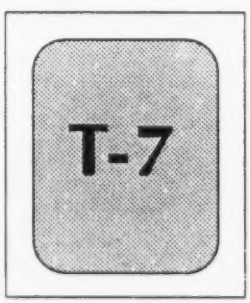
Needs Assessment



Display T-6:

"Comprehensive Needs Assessments." Schoolwide projects must conduct comprehensive needs assessments before developing plans. The needs assessments should include test score data and administrator, teacher, parent, and possibly student surveys. Other data collection instruments may also be used.

Comprehensive Plan



Display T-7:

"Comprehensive Plan." A schoolwide project must develop a comprehensive plan.

H-2

NOTE TO PRESENTER

As you go through the following list of plan requirements, write them on a flip chart, board, or transparency or provide participants with a handout. Alternatively, you may wish to go through the actual state application for a schoolwide project (*H-2:* "State Application for Schoolwide Project").

According to Section 1015.b.1, the plan must include:

- a comprehensive needs assessment
- a statement of goals
- a description of the instructional program services and procedures intended to attain the stated goals
- specific uses of Chapter 1 funds
- implementation of an effective schools program
- training for parents and staff to implement the plan
- procedures for measuring progress
- procedures for involving parents and staff.

Parents' Roles

Display T-8:

"Parents' Roles." Parents must be involved in developing and implementing the plan and the accountability measures. They also must receive training to help implement the plan (Section 1015.b.2-4).

Use of Research

Display T-9:

"Effective Schools Research." Schoolwide projects must describe how the school will implement suggestions from the effective schools research (if applicable). The law does not prescribe how to implement the research or even the particular research studies to be used.

This recommendation supports the use of research to plan the best possible model using what is known about site-based management, instructional improvement, and staff development. This body of research includes information on effective strategies

for teaching both basic and more advanced skills in reading, other language arts, and math; establishing a safe and orderly environment; establishing high but realistic expectations for all children; monitoring learning and giving productive feedback to students and staff; and providing strong instructional leadership.

ACTIVITY *(OPTIONAL):*

DOES THIS MAKE SENSE FOR US?

15 - 30 minutes

Discuss the feasibility of implementing a schoolwide project in the participants' school(s).

Ask participants to list the advantages and disadvantages of implementing a schoolwide project at their school(s).

NOTE TO PRESENTER

Participating teams may be covering comprehensive needs assessment, effective schools research, schoolwide project plan development, accountability provision, and models of schoolwide projects in separate workshop modules. After each workshop or module, leave time for participants (teams) to discuss how they will satisfy each requirement. Before the end of the session(s), the teams can begin to develop their plan.

CULMINATING ACTIVITY:

WHERE DO WE GO FROM HERE?

30-60 minutes

What are participants' needs for additional information?

Participants may initiate plans for their projects.

NOTE TO PRESENTER

If participants choose to pursue this model, proceed to the schoolwide project planning workshop.

At this point, some participants may decide not to pursue a schoolwide project.

EVALUATION

Distribute the standard workshop evaluation form.

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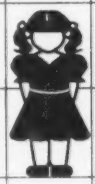
OVERVIEW OF SCHOOLWIDE PROJECT REQUIREMENTS



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SCHOOLWIDE PROJECTS ALLOW USE OF CHAPTER 1 FUNDS TO UPGRADE THE ENTIRE EDUCATIONAL PROGRAM OF A SCHOOL.

SCHOOLWIDE PROJECT ELIGIBILITY:

- At least 75 percent low-income children.

USES OF FUNDS:

- reducing class size
- training staff and/or parents
- establishing extended day programs
- implementing effective schools research
- funding traditional Chapter 1 needs (e.g., salaries, equipment).

T-3

ALL CHILDREN IN THE SCHOOL ARE CHAPTER 1 CHILDREN.

SCHOOLWIDE PROJECTS HAVE ADDITIONAL ACCOUNTABILITY REQUIREMENTS.

SCHOOLWIDE PROJECTS MUST CONDUCT COMPREHENSIVE NEEDS ASSESSMENTS.

SCHOOLWIDE PROJECTS MUST HAVE A COMPREHENSIVE PLAN.

PARENTS HAVE SPECIFIC ROLES TO PLAY.

IF APPLICABLE, SCHOOLWIDE PROJECTS MUST DESCRIBE HOW THE SCHOOL WILL IMPLEMENT THE EFFECTIVE SCHOOLS RESEARCH.

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OVERVIEW OF SCHOOLWIDE PROJECT REQUIREMENTS

Schoolwide projects are allowed to use Chapter 1 funds to upgrade the entire educational program of a school. However, schools must meet certain requirements:

1. At least 75 percent of the children enrolled in the school during the first year of the three-year funding cycle must be from low-income families (Section 1015.a).

2. Funds can be used for improvements in the instructional program and for pupil services in the school if these funds are used to meet the educational needs of all students and of educationally disadvantaged students in particular.

   For example, funds may be used in the following ways:

   a. reducing class size,
   b. training staff or parents,
   c. establishing extended day programs,
   d. implementing effective schools programs, and/or
   e. providing funds for traditional Chapter 1 expenditures such as salaries and equipment.

   These funds must supplement the level of funds available from nonfederal sources.

3. Educationally deprived students are identified for purposes of needs assessment and accountability, but not to receive Chapter 1 services. All children are Chapter 1 children.

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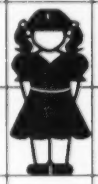

RESOURCE MATERIALS

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